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The report of an Invitational Reading Work Conference held in Denver in February 1966 suggests guidelines for examining existing curricula and establishing new reading programs and develops guidelines for planning and implementing reading programs which deal with the causes of reading problems. Conference leaders are listed. The contents (1) define reading, (2) describe a balanced reading program which involves the interaction of speaking, listening, writing, and reading, (3) define the roles of the classroom teacher, the reading teacher, the consultant, and the principal, (4) describe a reading breakthrough wherein children enjoy reading success, (5) provide an extensive checklist for observing a child's classroom reading habits and behavior, (6) describe the causes of reading problems, and (7) make recommendations providing for reading success concerning grouping, methods, materials, machines, gifted children, and English as a second language. References are included. (JB)

ED023544

DESIGN FOR DEVELOPING COLORADO READING PROGRAMS



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Denver, 1966
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DESIGN FOR DEVELOPING

COLORADO READING PROGRAMS

Reading Problems: Diagnosis and Instruction

Presenting the results of an Invitational Reading Work Conference
Held in Denver, Colorado, February 20-23, 1966
Sponsored by the Colorado State Department of Education
Supported by funds from Titles I and II
Elementary and Secondary Education Act of 1965

Prepared by

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Division of Elementary and Secondary Education
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Denver, Colorado
March 1966

Revised - June 1967

INTRODUCTION

Titles I and II of the Elementary and Secondary Education Act of 1965 have enabled many Colorado schools to implement comprehensive remedial reading programs. The purpose of this booklet is to suggest guidelines for examining existing curricula and establishing new reading programs. A comprehensive reading program necessitates more than purchasing materials and assigning teachers and students to special classes. The crux of a remedial reading program is continuous diagnostic teaching by the regular classroom teacher in conjunction with additional and specialized services of school and community personnel.

To further develop the concept of diagnostic teaching by the classroom teacher, a state-wide invitational conference was held. Participants included representatives from public schools, private schools, and the State colleges of Colorado. State and national consultants in reading and related problems prompted the group to study the many facets of a modern reading program. The charge to the conference was to develop guidelines for planning and implementing reading programs which would go beyond the symptoms and deal with the causes of reading problems.

The conference was planned by:

Lois H. Roth, Director

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Fred E. Holmes

Gerald F. Ulrich

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Arthur P. Ludka

Ward Vining

ACKNOWLEDGEMENTS

The conference consultants contributed to the preparation of this booklet. Although Dr. Ruth Strang was unable to act as a conference observer because of illness, her presence was felt through the distribution of specially prepared conference materials. Her published works served as an additional resource. Dr. Bill Martin, Jr. has permitted the use of illustrations taken from his Sounds of Language Readers. Dr. Emerald V. Dechant, Dr. Jack C. Westman, Dr. Nicholas Silveroli, and Dr. Donald E. Carline were valuable contributors to the conference. Each conference consultant edited the first draft of the booklet. Their suggestions have been incorporated in this preliminary report.

Conference discussion leaders and participants have agreed to make themselves available as consultants for future school, district, or regional meetings. Individual arrangements can be made to the mutual satisfaction of the consultant and the appropriate school personnel.

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WHAT IS READING?

Searching for self-direction...

Enjoying pictures and print...

Appreciating the sounds of the language...

Discovering how language works...

Creating meaning in pictures and print...

Relating the sounds to the sight of sentences...

Relating symbols to experience...

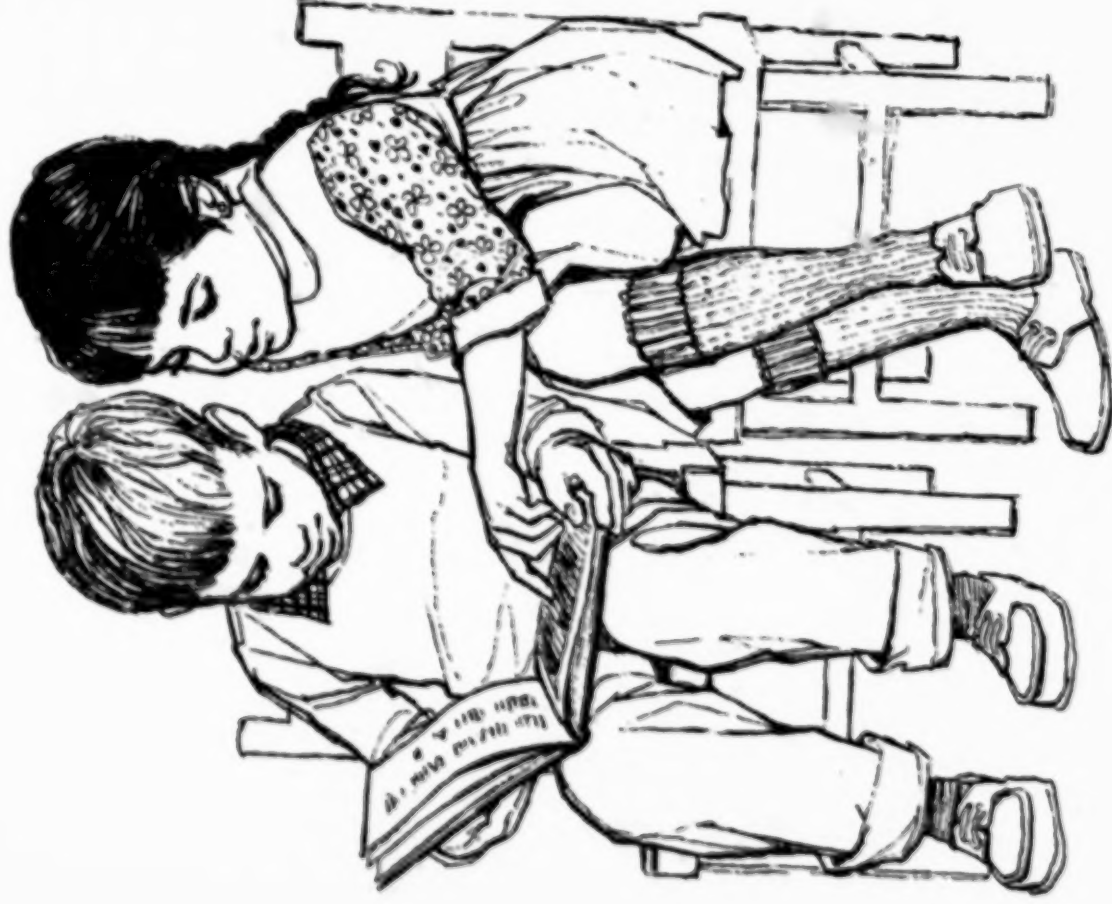
Comprehending the literal meaning of the sentences...

Interpreting between the lines and beyond the lines...

Linking reading to precise expression...

Understanding author's purpose and technique...

Maturing in a process that is never completed...



...To read is the heritage of all children. To read, children must have the sounds and meanings of language ringing in their ears. The classroom teacher is the key to reading success.

The Reading Task...

If reading is believed to be:

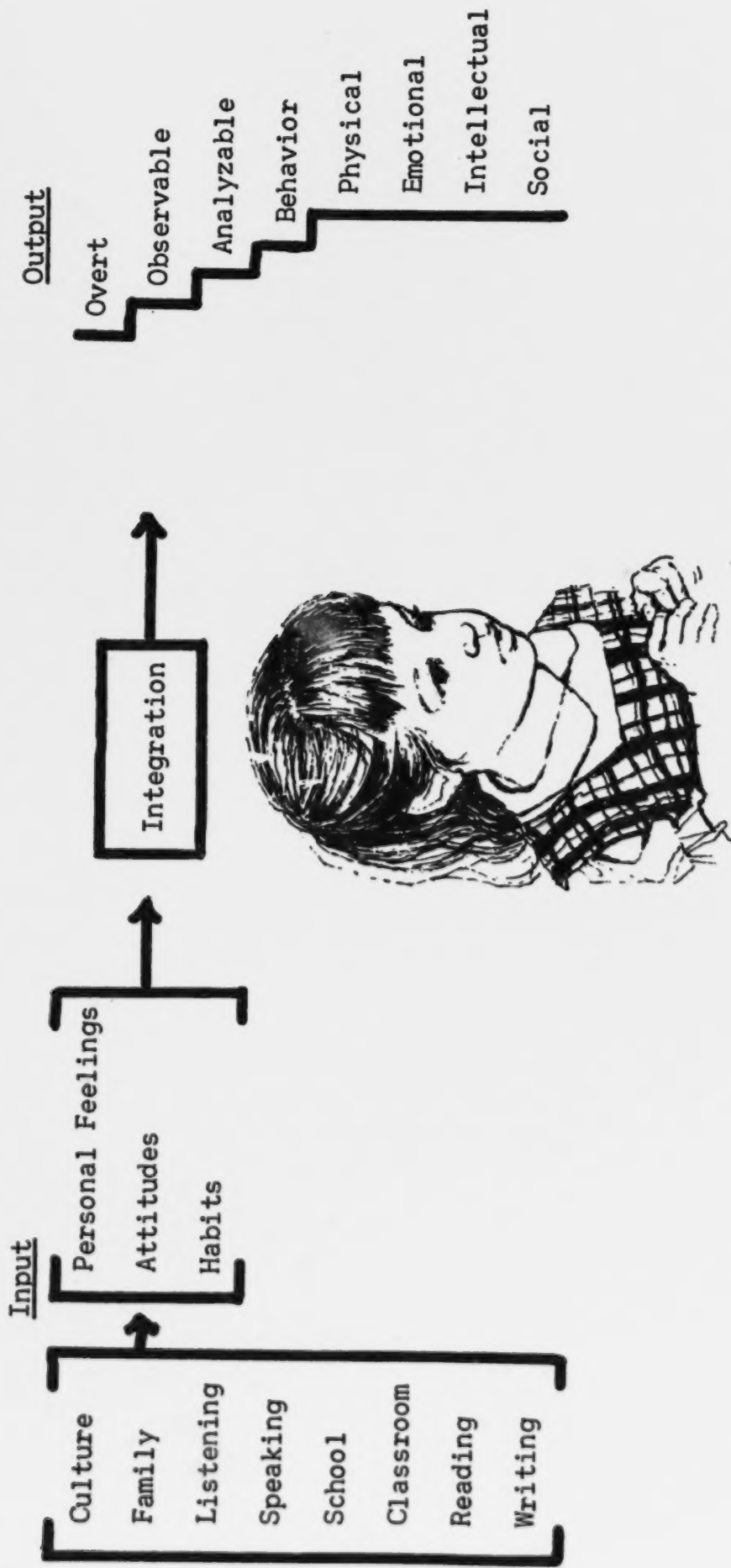
- . a visual task
- . word recognition
- . comprehending the meaning of the selection
- . interpreting between the lines and beyond the lines
- . a source of personal development resulting from the quality of the experience

Then some actions are likely to be:

- . visual screening and using eye-control equipment
- . developing auditory and visual discrimination, pronouncing unfamiliar words and checking their meanings
- . observing how children read, and testing for comprehension
- . checking for premises, intent, generalizations, mood, and inferences
- . observing, and reacting toward the student; interviewing, testing, interpreting, and synthesizing diagnostic data; awakening and nurturing aesthetic responses

...The only continuity of skill development that is practical is the continuity a child himself selects from the abundant possibilities provided by the teacher.

A Complicated Process of Association and Assimilation...



...In responding to his total surroundings the child intuitively draws conclusions about how language works.

...Confronted by formal teaching methods, children vary in their ability to respond. They have their best chance to learn when their own intuitive insights are awakened and enhanced.

...The path to reading improvement demands an understanding of both the reader and the reading process.

The Teacher's Role

Teachers become sensitive to the student's personal development--

By understanding that methodology is basically a matter of communicating--the teacher with the student and the student with the teacher.

By being thoroughly familiar with language objectives and with many ways to realize them.

By avoiding the assumption that skills are separate entities which must be taught in a rigid order.

By observing the development of skills even when the student is not engaged in a skill-building lesson.

By providing successful and therefore enjoyable language experiences which convey the teacher's genuine concern and respect for the pupil as a person.

By allowing time for pupils to reflect upon and discover the adventure and vitality of the world of literature.

By discussing additional materials and techniques with the reading teacher-consultant.

By recognizing that a referral to the reading teacher-consultant provides an opportunity to discover what contributes to and interferes with reading progress.

By teaching always diagnostically and taking the necessary remedial steps when difficulties are first discovered.

...Teaching reading in every classroom in every subject is the foundation of a successful reading program.

The Reading Teacher-Consultant's Role

To know how individual children learn.

To confer with teachers about individual students.

To reawaken young people's curiosity about language.

To encourage the able reader to increase his reading potential.

To obtain specialized assistance for unusually severe corrective cases.

To recommend materials and demonstrate methods for teaching reading skills.

To teach small groups of children, and individuals, according to their needs.

To avoid prolonged diagnosis which may intensify the child's feelings of failure.

...A number of children will benefit from planned instruction outside of the classroom in a more therapeutic situation in which the climate is more personalized.

...This special climate provides an opportunity for the pupil to assert himself in his own way.

The Principal's Role

To provide in-service opportunities

To involve teachers in planning

To staff reading teacher-consultants

To involve teachers in planning

To understand the reading process

To enhance the potential of the staff

To provide in-service opportunities

To provide appropriate materials

To involve teachers in planning

To staff an up-to-date library

To implement flexible programs

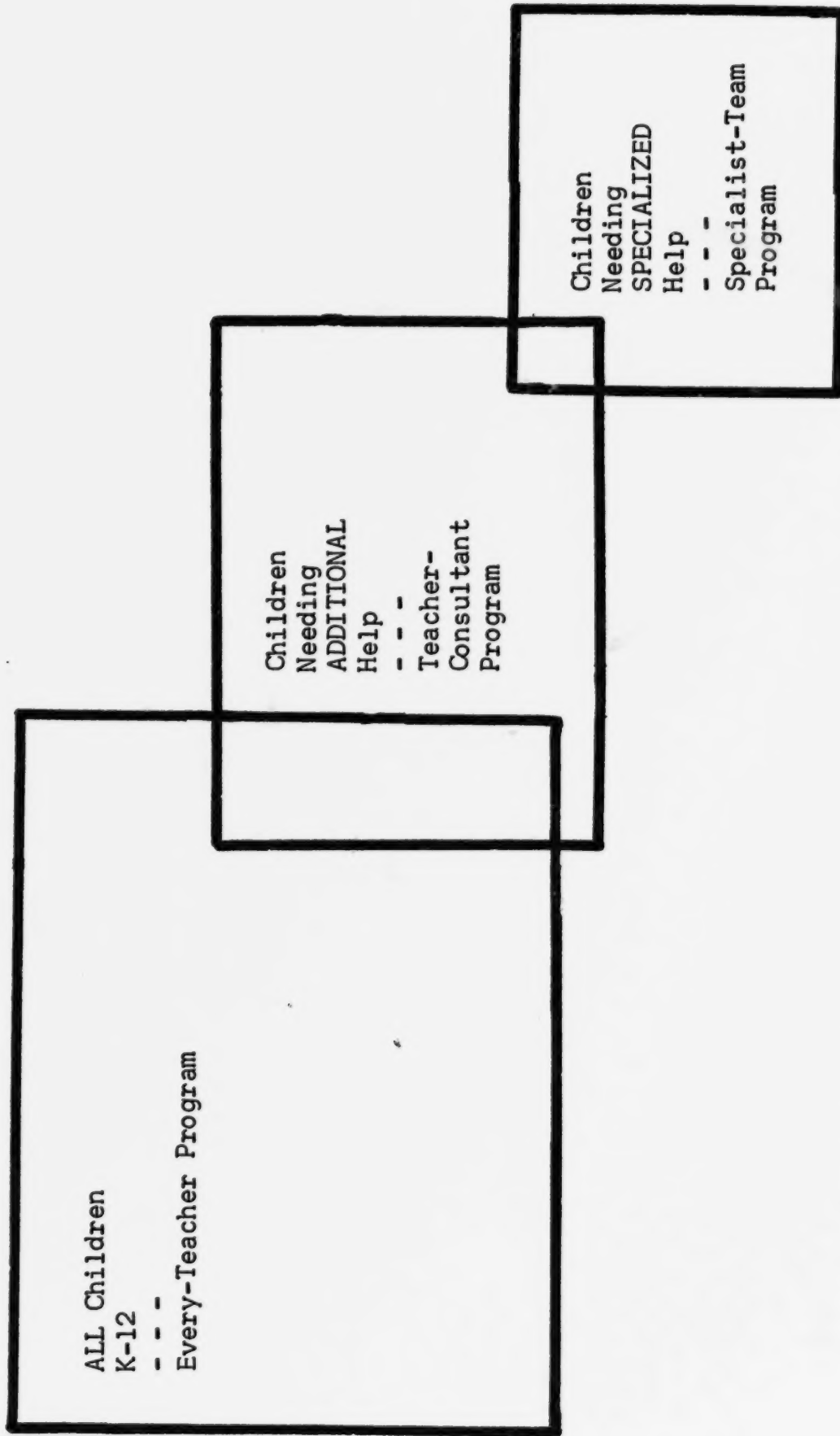
To utilize specialized services

To provide in-service opportunities

To provide in-service opportunities

...Teachers need preparation and experience in combining diagnosis with instruction.

An Administrative View of a Balanced Reading Program



...The school's responsibility for teaching reading begins and continues in the classroom supplemented by additional and specialized help.

WHAT ARE THE INDICATIONS OF A READING BREAKTHROUGH?

Success in reading builds more success.

Patterns of success are noted when a child...

- enjoys listening to the story "talking" to him
- stops listening in order to reflect upon the meaning of passages which catch his fancy
- hears the sentences read often enough that he repeats the sentences
- repeats patterns of words tied together by a sentence sound which makes sense to him
- elects to explore the page of print in an effort to make sense out of it
- matches the print to the sentences and to the words he has heard
- demonstrates his discovery of a variety of techniques for unraveling meaning in print
- knows his strengths and weaknesses, and has developed personalized learning strategies
- approaches reading confidently and expectantly



...Reading to children prompts them to learn to read in the same natural way they learned to speak.

Classroom Observations

Classroom observations should be interpreted in conjunction with interviews, intelligence tests, and other data.

Referral implies additional help for the classroom teacher and the child.

Observations of the child may tell more about the teacher than about the student.

The child who is disheartened by frequent failure needs a fresh approach to reading.

The reading teacher-consultant stands ready to cooperate with the teacher to develop learning experiences that are particularly appropriate for each child.

...For all children the classroom teacher constantly interweaves diagnosis and instruction.

...For some children additional insight is gained through the assistance of consultants and specialists.

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING *

Name _____ Grade _____ Teacher _____ Pupil _____

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretation, general impression, evidence of program, and recommendations.

I. When Giving Oral Reports

Vocabulary

____ Rich
 ____ Words mispronounced
 ____ Meager
 ____ Meaningful

Speech

____ Distinct, clear enunciation
 ____ Inaudible
 ____ Stuttering
 ____ Incorrect sounds
 ____ Monotonous
 ____ Expressive

Language patterns

____ Complete sentences
 ____ Simple sentences
 ____ Complex sentences
 ____ Good organization
 ____ Repetition of ideas
 ____ Interpretation of ideas
 ____ Imaginative

Insights

* Refer to item 19 of Selected Bibliography on page 32 of this booklet.

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

I. When Giving Oral Reports

Interests	Reactions of peers	Emotional factors
____ Reads at home	____ Interested	____ Poised
____ Uses library	____ Uninterested	____ Relaxed and happy
____ Has own library	____ Sympathetic	____ Tense and anxious
____ Special collections	____ Friendly	____ Self-confident
____ Sports	____ Critical	____ Shy and embarrassed
____ Trips with family	____ Hostile	____ Antagonistic
____ Science		____ Unhappy
____ Art		
____ Music		
____ Shop		
	Insights	
	_____	_____
	_____	_____
	_____	_____

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

II. Oral Reading and Group Instruction Periods

Word recognition skills	Comprehension	Peer relationships	Location of information
___ Basic sight vocabulary	___ Answers factual questions correctly	___ Gets along well with girls	___ Uses index
___ Tries to sound words	___ Gives main ideas	___ Gets along well with boys	___ Uses table of contents
___ Tries to pronounce by syllables	___ Tells whole story accurately	___ Respects others	___ Uses dictionary
___ Tries to analyze structure	___ Draws conclusions	___ Disturbs others	___ Uses maps
___ Substitutes another word	___ Makes generalizations	___ Works alone only	___ Uses diagrams
___ Makes wild guess	___ Follows directions	___ Works well with one other child	___ Uses encyclopedia
___ Reverses letters	___ Gives sensible reasons on thought questions		
___ Reverses words	___ Gives fantastic, irrelevant reasons on thought questions		
___ Reverses phrases	___ Relates reading to experiences		
___ Uses context clues	___ Unable to relate reading and experiences		
	___ Expression in reading		

Insights

_____	_____	_____
_____	_____	_____

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

III. Dramatization of Stories

Reading skills	Personal development
____ Reads with expression	____ Poised
____ Interprets behavior of character accurately	____ Relates characters and story to own experience
____ Shows little understanding of character	____ Interest evident
____ Interprets sequence accurately	____ No interest
____ Reads too slowly	____ Shy, ill at ease
____ Reads too rapidly	

Insights

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
____ Finds suitable book quickly	____ Engrossed in book	____ Primer	____ Holds book up	____ Animals
____ Follows suggestions of other children	____ Enjoyment evident	____ First	____ Holds book close to face	____ People
	____ Independent	____ Second	____ Lip movements	____ Science
____ Has teacher help	____ Dependent upon others	____ Third	____ Squints	____ History
____ Uses library classification		____ Fourth	____ Blinks eyes	____ Adventure

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
___ Uses table of contents	___ Uninterested, resists or avoids reading	___ Fifth	___ Eyes red or watery	___ Fairy tales
___ Takes useful notes	___ Easily distracted	___ Sixth	___ Complains of headaches	___ Sports
___ Selects too advanced books	___ Other	___ Seventh	___ Complains of dizziness	___ Art
___ Unable to find any books of interest to him		___ Other	___ Bends over book	___ Music
			___ Fatigue posture	___ Cars, planes, trucks, boats
				___ Rockets
				___ Armed services

Insights

_____	_____	_____	_____
_____	_____	_____	_____

V. Listening to Story Read Aloud

Interest

___ Listens attentively
___ Listens part of time
___ Easily distracted
___ Restless and preoccupied

Comprehension

___ Evident appreciation of story--talks about it
___ Asks related questions
___ Responds to humor and excitement
___ Answers factual questions
___ Tells main ideas
___ Tells whole story accurately
___ Relates ideas to own experiences

SCHOOL RECORD DATA

Student's Name _____ Birthdate _____ Month _____ Day _____ Year _____
Address _____ Age _____ Grade _____
Phone _____

Academic Progress

List last year's final marks, grades repeated, comments on file by former teachers. (Use back of sheet, if more space is needed.)

Attendance Record

Number of days absent for each grade:

K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
6 _____ 7 _____ 8 _____

Health (check with school nurse)

List physical infirmities, accidents, and severe illnesses noted in school record.

Standardized Tests

Include all test results available--intelligence tests, achievement tests, etc.

Date Given

Name of Test

Results

Date of report _____ 19 _____

Signed _____

Position _____

TEACHER REPORT OF OBSERVATIONS

Student's Name _____ Age _____ Grade _____

Please check the appropriate phrases on the basis of your observations. Feel free to add any comments in the space at the right.

When faced with a difficult task, does he
 _____ withdraw from the situation
 _____ face the problem intelligently
 _____ act impulsively

In his relations with other children, do you find that he
 _____ generally avoids leadership
 _____ usually seeks to lead
 _____ at times he either leads or follows

Is he usually
 _____ emotionally calm
 _____ apathetic
 _____ excitable

With reference to authority, is he
 _____ over dependent
 _____ accepting
 _____ resistant

In the classroom do you find him to be
 _____ quiet
 _____ normally communicative
 _____ very talkative

When faced with a problem, is he
 _____ reasonably persistent
 _____ easily discouraged
 _____ blindly aggressive

In his play activity does he generally associate with
 _____ younger children
 _____ older children
 _____ children his own age

In his relations with other children, do you consider him to be
 _____ shy and bashful
 _____ responsive
 _____ bold and aggressive

Regarding health, is he
 _____ usually healthy
 _____ minor complaints (e.g. headache, etc.)
 _____ usually ill--poor health

During instruction, he
 _____ concentrates
 _____ is usually attentive
 _____ daydreams

SUMMARY OF OBSERVATIONS

1. What is this student's academic problem as you see it?

2. In what areas have you observed this student to show the most ability? Please give specific examples if possible.

Academic

Other

3. In what areas has this student shown unusual interest?

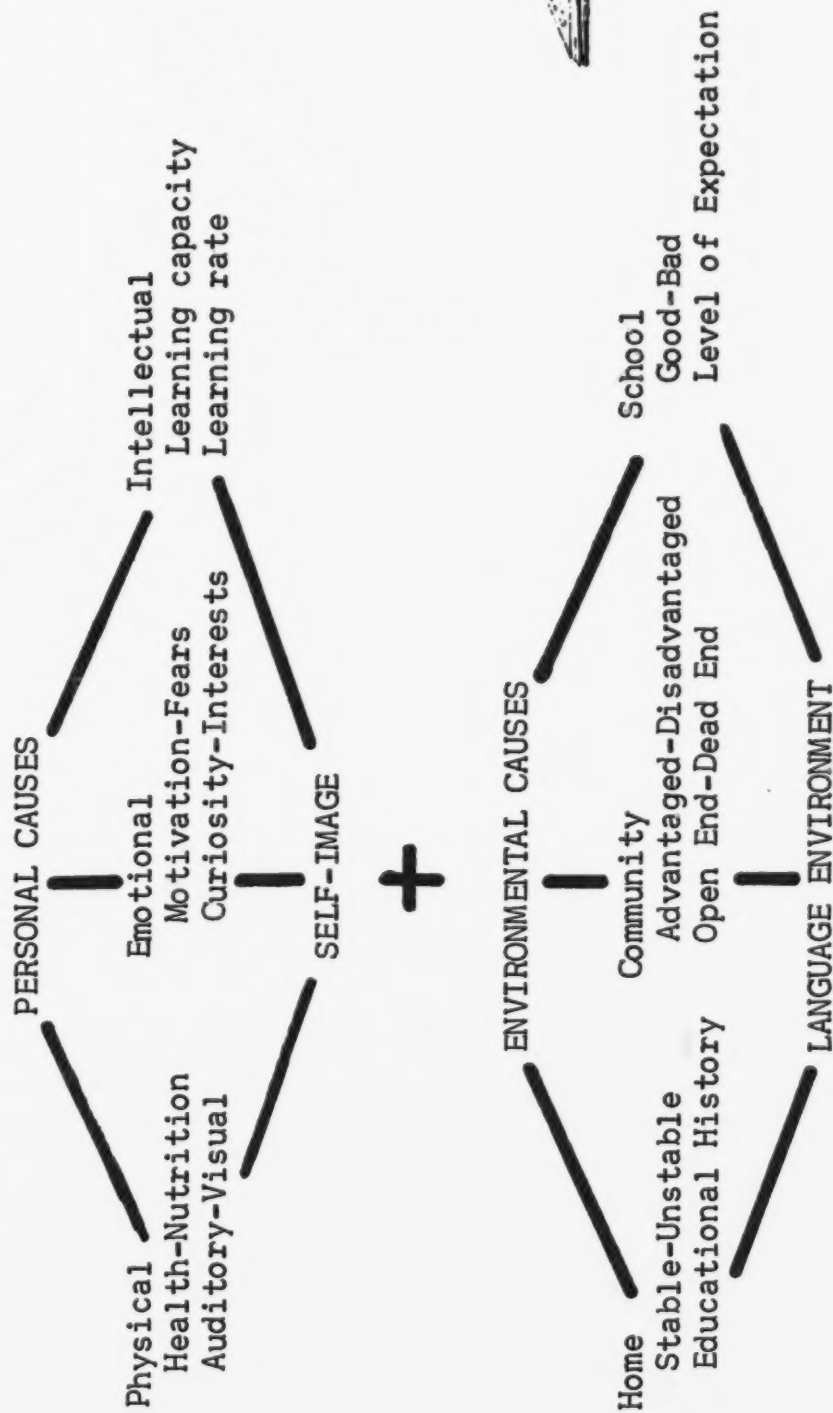
4. Briefly describe the child's classroom behavior.

Additional comments:

...A year end summary of the child's progress should be passed along to the next year's teacher.

WHAT ARE THE CAUSES OF READING PROBLEMS?

The student's reading problems while sometimes the result of a simple cause are more often the result of a complex of causes...



Special Diagnostic Study

For further study teachers and reading teacher-consultants work in conjunction with the specialized team to collect and synthesize the diagnostic data.

Such an analysis would include:

1. Identifying data
2. Scores of tests administered
3. Interviews with parents, students, and former teachers
4. Significance of test results
5. Prognosis
6. Recommendations

WHAT CAN WE DO ABOUT IT?

Recommendations:

Teach reading throughout all grade levels, K-12.

Prepare all teachers more thoroughly to teach reading diagnostically.

Develop a syllabus to meet local needs.

Initiate and maintain in-service activities for updating teachers and administrators.

Develop reading resource centers throughout the state.

Provide courses of preparation and standards of certification for reading teacher-consultants.

Make available a large supply of attractive trade books.

Permit self-selection of reading materials.

Keep libraries up-to-date with adequately prepared staff.

Preparation for Reading Success

In terms of the age and uniqueness of each child it is evident from birth that it is necessary to accommodate the environment to the child and not just the child to his environment.

A cluster of indicators is more predictive of progress than a single indicator such as age, intelligence, aptitude, or readiness tests.

The child will reveal himself to those who will take the time to listen to what he says and to watch what he does.

Because nothing the child does is inconsequential in its relation to his developmental pattern, it becomes the task of the teacher to find out the ways in which each action is significant.

To fall into a pattern of choosing what is easiest for the teacher may turn out to be the hardest way for the child.

For parents who wish to provide prereading experiences for their children, the school may recommend such specific language activities as the following:

- a wealth of experiences to associate meanings of words with particular persons, places, things, and events

- frequent opportunity to develop vocabulary through hearing certain words repeatedly used to represent certain things

- frequent opportunity to use the sounds he hears to make others understand him

- frequent opportunity to handle books and other printed materials before he enters a formal program of reading.

Objectives for kindergarten children would include freedom to develop a positive self-image, to increase sensory and perceptual acuity, to improve the skills of problem-solving and concept formation, and to improve verbal expression.

...Any readiness program which is child-centered will adjust the school environment to the growth patterns and uniqueness of the child.

What Approach to Group Instruction

Unless one teacher teaches one child we have to make decisions about the form group instruction will take. Teachers need to be familiar with the forms group instruction may take.

No Grouping Means That -

- ...the content receives highest emphasis
- ...the teacher prepares one lesson for the entire class
- ...pupils are evaluated by comparison with other pupils
- ...pupils read aloud, around the room, in turn
- ..."discussion" is limited to specific recall questions
- ...every student uses the same text or materials.

With The Result That -

- ...teacher preparation is easier
- ...all pupils are exposed to the same content
- ...class control appears to be easier.

With The Result That This Approach -

- ...does not account for learning rate
- ...does not account for level of development
- ...does not account for physical or mental limitation
- ...does not provide for interests of students
- ...does not place responsibility on pupils
- ...relies on extrinsic motivation rather than intrinsic.

What Approach to Group Instruction (Continued)

A-B-C Grouping--Emphasis on The Group--Means That -

- ...pupils are grouped for greater attention to individual differences
- ...three groups, the Roses, the Violets and the Cacti, are the usual practice
- ...all groups tend to remain the same size throughout the year
- ...groups are formed on the basis of first day of school reading ability
- ...the teacher works separately with each reading group
- ...a basal reader is the substance of the program
- ...the three groups may use a single text or each group may use a different text
- ...the program is frequently supplemented with other materials.

With The Result That -

- ...the three groups are convenient for the teacher
- ...the range of achievement-test scores within each group is reduced
- ...materials may be broadly matched to group level
- ...special background experiences may be arranged for each group.

With The Result That -

- ...differences of over-all achievement remain within the group
(e.g. 1.4-2.7; 2.8-3.2; 3.3-5.0)
- ...differences in needs for individuals remain (e.g. Word Rec. 2.5;
Sen. Meaning 3.0; Par. Meaning 4.0)
- ...the single level of materials only approximates the needs of an individual within the group
- ...there is no grouping for social or interest factors
- ...there is no grouping for specific skill training related to the individual's needs
- ...a three-level approach will not match the range of differences in the class
- ...the differences between individuals within the groups are greater than the recognized differences between groups.

What Reading Method

Authorities in the field of reading differ in the teaching methods they recommend.

The teacher needs to know that...

- . visual methods rely on the eye
- . phonic methods rely on the ear
- . kinesthetic methods rely on muscular associations with words
- . eclectic methods rely on all three methods above.

In view of this knowledge the teacher should consider that...

- . children may learn more efficiently with emphasis on one method rather than another
- . because of author bias or preference, reading materials may emphasize one method to the exclusion of others
- . methods should be selected in terms of best results for the individual pupil
- . careful diagnosis of the pupil's learning style will help him make greater progress and attain greater satisfaction
- . because the great quantities of materials available today can usually be classified on the basis of the four methods above (visual, phonic, kinesthetic, eclectic), the teacher can select specific materials for specific purposes.

...Teachers who lack knowledge of these methods should do further reading on the subject in some good text such as Reading in the Elementary School by George D. Spache. The Learning Methods Test by Robert Mills, 1512 E. Broward Blvd., Fort Lauderdale, Florida, can help us identify learning style.

Wider Choices of Reading Materials

Self-selection in learning provides for...

- . assuming greater self direction on the part of students about when to read, what to read, how to read, where to read

In the content areas children's cooperation and serious thinking can be achieved by...

- . placing books in attractive arrangements and in such quantity and variety they cannot be ignored
- . furnishing ample resources for all learning situations
- . providing for various levels of comprehension within units of instruction
- . increasing the students' opportunities to talk about what is read.

The scope of students' reading can be extended by...

- . their selecting a category of books to read for a period of time - history, adventure, travel, biography, mystery, music or art, poetry, short story, etc.
- . their discussing the books in informal groups made up of those reading in the same category
- . their planning ways to let members of the class share what has been learned about the persons, places and things in the books they have read as well as about the authors, their purposes and methods
- . their preparing exhibits, panels, displays, book lists, or spontaneous projects.

The library is an extension of the classroom where...

- . materials are arranged in an orderly manner
- . the self-directive powers of the student are increased when the order is understood
- . the librarian in charge possesses a genuine understanding of interests of children
- . content of available books
- . language patterns of the home and neighborhood
- . language patterns of various authors.

...Administrators and teachers will find it advantageous to arrange for longer blocks of time for the purpose of including several kinds of activities in which students are expected to participate in whatever order they prefer.

Materials, Machines, Gimmicks and Gadgets

Administrators achieve maximum instructional benefits from the materials they purchase by...

- . establishing committees professionally able to select books and teaching materials to fit the many needs found in classrooms
- . establishing procedures for keeping up to date with new materials
- . applying professional standards for selecting new materials
- . adhering to sound professional criteria rather than exaggerated commercial claims
- . recognizing that no single treatment or approach will effectively correct all the causes of reading difficulty.

...The professional teacher selects materials on the basis of close study of the individual needs of the class.

Reading and the Academically Gifted

In all instructional areas, those students identified* as being academically gifted should benefit from the following curricular emphases:

- Introduction of key materials and skills as early as possible
- Emphasis on the how and the why
- Emphasis on concepts and generalizations
- Emphasis on independent inquiry and shared reactions

Some general principles serve as guides for all effective reading programs, regardless of the abilities of the students involved. However, there are certain considerations which apply especially to reading programs for the academically gifted:

- Group early readers together
- Challenge, but do not push
- Emphasize a balance in learning activities; do not overemphasize reading
- Emphasize reading comprehension as a function of the thinking process...
 - Emphasize critical reactions to reading materials
 - Emphasize drawing inferences, perceiving relationships, drawing conclusions
- Emphasize independent inquiry by fostering independent reading...
 - Do not belabor reading readiness
 - Provide a wide range of materials varied in subject matter and difficulty
 - Encourage the students to make reading plans of their own
- Do not accelerate the reading of adult books, but make students aware of books which have greater meaning for them at their particular age.

*Identified through I.Q. tests, achievement and aptitude tests, previous school grades, teacher and counselor recommendations, and other criteria.

When English is a Second Language

The child's school experiences should foster pride in himself and in his mother tongue.

The teacher needs to know that...

- the school has the responsibility to provide learning experiences in the student's own language before beginning the new and complex task of a second language
- language develops in the sequence of listening--speaking--reading--writing
- learning experiences are based on multisensory activities
- the spoken and written variations in the two languages which create points of conflict and cause difficulty need to be clarified for the pupil
- language learning is not a matter of memorizing word lists; language is composed of cumulative and overlapping sound, word and sentence patterns--no one pattern to be studied in isolation from the other
- language growth requires spaced practice and repetition, taking into account time for forgetting, relearning, and overlearning
- during the child's successive plateaus of learning the pace needs to be purposefully relaxed so that the student can experiment with his new language
- at the completion of the plateau the child moves into a period of preparation which is followed by increased pace and a higher level of attainment
- some clues for pacing the learning process are indicated by the child's responses--interest, curiosity, restlessness, inattention, eagerness to venture into something new, and enjoyment in overcoming a challenge
- carefully planned programs of stimulation and social interaction will minimize the risk of destroying the child's cultural self image.

...The school has the obligation to duplicate in the child's second language much of the education he has already received in his first language.

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